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ABSTRACT

A 4-year case study was done of a partnership program between the Houston (Texas) Independent School District and Texas A&M University's College of Education (College Station) designed to prepare student teachers for work in inner-city public schools. The two institutions worked together through four collaborative decision-making councils to form the Houston Teaching Academy (HTA). Representatives from the school and college served on each of the councils. Shared weekly seminars for supervising teachers, student teachers, and college supervisors were led by school teachers and college faculty. Mathematics methods courses were taught at the HTA, and the college students served as tutors in the classrooms. An evaluation of the program through telephone interviews with 68 graduates indicated that 70 percent were still teaching and of those, 75 percent were working in schools that serve an at-risk diverse population of students. Results of the collaboration suggest that teachers can be prepared to work in urban schools when the school environment is safe, the staff are committed to growth, college faculty can collaborate with school staff, student teachers are committed to serving students from different cultures, and the college is willing to assign faculty to the school site. Included are 14 references. (JB)

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Lessons Learned from a Four Year Case Study of Preparing Teachers for Inner-City Schools

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Abstract

The need for excellent teachers to teach at-risk inner-city children is well documented. Too often new teachers who have received their field experience in the suburbs are hired to teach in multi-cultural, inner-city schools with little preparation to serve this population of children and families. Changing the history of failure for this population of teachers and their students to an experience of success was the primary goal of the partnership between the Houston Independent School District and the College of Education.

The structure of the Houston Teaching Academy (HTA) includes four collaborative decision-making councils. Representatives from the school and college serve on each of the councils. Shared weekly seminars for supervising teachers, student teachers, and college supervisors are led by school teachers and college faculty. Math methods courses are taught at the HTA, and the college students serve as tutors in the classrooms. College courses requested by teachers are offered at the HTA while HTA teachers are adjunct faculty at the college.

Concurrent with the development of the HTA, a formative and summative evaluation has monitored the progress of the HTA toward its goals. The HTA graduates have been followed during the past four years. Telephone interviews with 68 graduates indicate that 70% are still teaching and of those, 75% are working in schools that serve an at-risk diverse population of students.

The need for excellent teachers to teach disadvantaged inner-city children in the U.S.A. is well documented. Too often new teachers receive their field experience in the suburbs but are hired to teach in multi-cultural inner-city schools with little preparation to serve this population of children and families. The drop out rate of new teachers assigned to inner-city schools is double that of other teachers (approximately 40 percent in the largest metropolitan centers). Teachers with seniority often prefer to teach in the "better" schools, leaving the new teachers to teach the children in greatest need of gifted teachers. The problem of recruiting, selecting, and retaining teachers for urban schools is addressed by Haberman (1987), who states that

> *The future of urban education will depend on a new form of urban teacher education. University teacher preparation programs should be completed where the pupils are ... in urban schools. New pre-service preparation should occur outside the university setting and should include selected university professors and master classroom teachers. (p. 10)*

Pre-service preparation is a primary purpose of the *Houston Teaching Academy* (HTA) a professional development school developed as an effort to change this history of failure for first year teachers to one of success by training student teachers in a supportive inner-city school environment. The goals of the Houston Teaching Academy are to develop teachers who 1) choose to teach in inner-city schools 2) are effective teachers in inner-city schools, 3) are self analytical, and 4) share in making the decision for improving their children's education program. The long range goal is to improve the instruction of teachers and student teachers so that inner-city students will prosper socially, emotional, physically and academically.

Background, Foundation, and Theoretical Framework

The research literature reporting findings from experiments with models of preparing and supervising student teachers is very sparse. However, a number of studies indicate that student teaching experiences are often reported to have more impact than other education courses (Darling-Hammond, 1991). But even the student teaching experience is too often reported as insufficient. One area of concern is that student teachers often do not receive adequate feedback or supervision during their field experience (Cronin, 1983; Sykes, 1983; Waxman and Walberg, 1986). McIntyre and Killian (1986) report that cooperating teachers give very little feedback to student teachers. Tom (1972) found a lack of continuity between supervisory visits. Zeicher and Liston (1987) found that supervisors often fail to provide opportunities for reflective analysis, even in a program purporting to emphasize reflective thinking. Kennedy (1987) discusses deliberate actions as a loop combining analysis with action. In developing the concept of deliberate action, Kennedy draws upon the work on Schön (1987) and the role of the critical mentor in fostering reflective thinking. The HTA was organized and designed to promote shared decision making, reflectivity, and self analysis among all of its participants.

A proposal from the U.S. Senate Committee on Labor and Human Relations recognizes the need for different preparation for inner-city teachers and proposes forming Professional Development Academies to develop and motivate teachers to work in urban schools with the at-risk population. The proposed structure described by senator Edward Kennedy (1990) is a combination of Teacher Corps and the Peace Corps with appropriate incentives to attract and keep good people in teaching. Suffice it to say that

the problems addressed by the Houston Teaching Academy (HTA) are recognized as national problems.

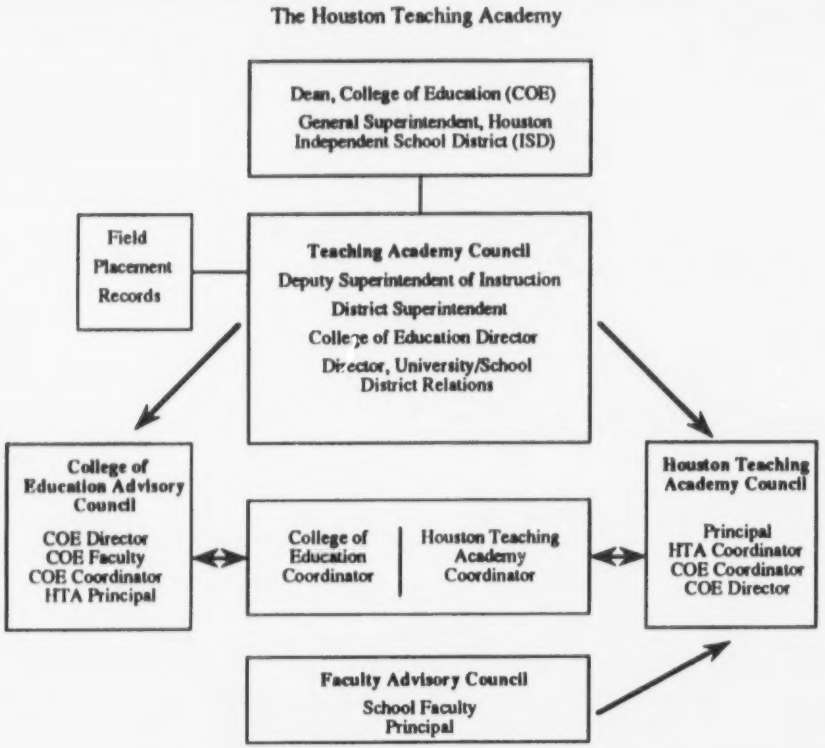
Collaborative Decision Making Councils: How the Program Operates

The organization and management plan of this HTA is illustrated in Figure 1. Because of the complex organization of both the school district and the university, it is necessary to have clear communication channels at all levels to assure shared HTA decisions. At the inception of the program in winter 1987, administrative leaders from the school district and the College of Education (COE) met at the district office and formed the HTA Councils. Participants in this group are shown in Figure 1. The school and college established policy for the HTA.

The day to day work of the HTA is carried out collaboratively by the school site HTA Coordinator and the COE Coordinator. The HTA Coordinator, a new full time position created by the school district, is responsible for coordinating the flow of visitors, observers, tutors, and student teachers at the school, for scheduling HTA meetings, college courses, and for enrolling teachers in the courses. The COE faculty coordinator spends two thirds of the time at the school site supervising student teachers, providing the weekly seminars, developing materials for the seminars, helping teachers to supervise student teachers, and collecting formative evaluation data. The school and college coordinators collaborate in matching student teachers with teachers. When difficulties arise, they work together with student teachers and supervising teachers to resolve problems.

FIGURE 1

HOUSTON TEACHING ACADEMY ORGANIZATION AND MANAGEMENT PLAN



The HTA School Site

The HTA is a pre-kindergarten through eighth grade school located one half mile from the center of Houston. This school was chosen for the diversity of its population and program. The elementary section of the school, grades Pre-K through fifth grade, are students from an attendance zone which encompasses the immediate neighborhood. This school population is 60% African-American, 35% Hispanic, 1% White and 3% Asian. In the elementary section of the school, 99% of the children in the elementary school are on the free lunch program. The school also serves middle school grades 6,7 and 8. This attendance zone expands to all of the downtown Houston area, and students are also served from higher income areas who are voluntarily bussed to the school for a middle school Fine Arts Program. At the middle school level, the student population is 36% African-American, 38% Hispanic, 5% Asian and 21% White. Fifty three percent of these families qualify for the free lunch program. The school's funded programs include Chapter 1 for elementary eligible students. The school administration includes a principal, three assistant principals, a magnet coordinator, a Chapter 1 coordinator, three guidance counselors, and a dean of instruction. There are 28 elementary teachers and 30 secondary teachers. The school district was very eager to find an avenue which would lead to improved instruction for these inner-city children.

The College of Education's Teacher Education Program

Typical of most student teaching programs, the students traditionally were allowed to select the school district in which they wish to do their student teaching. Their first choices most often were made according to 1) proximity of the school to their homes

and 2) school districts reputed to have good working conditions, and/or higher salaries. Following this custom for placement of student teachers resulted in a scattering of students to 52 locations. College supervisors often spent more time on the road than supervising students (e.g. 60 minutes getting there; 50 minutes observing; 30 minutes giving feedback; 60 minutes going home). The result was inadequate, costly supervision with students sometimes placed with teachers who were not the best models. The college supervisors were often recruited at the last moment, and they were not given supervision training. Consequently, the "capstone" experience of teacher preparation had little consistency with the College of Education's reflective inquiry philosophy.

The primary purpose for the university's involvement in the academy school was to develop a school site close to the university where ten or more student teachers could be placed each semester so that well planned, consistent supervision could be provided. An inner-city multi-cultural school was desirable since many of our students eventually teach in these schools. An additional purpose of the HTA for the university was to collaborate in providing seminars on site for student teachers and supervising teachers which would be consistent with the COE's reflective inquiry philosophy. The college supervisors, supervising teachers, and student teachers attended the seminars. This process facilitates the coordination of philosophy and curriculum between the school and the university.

Program Implementation

Program implementation occurred in two phases. The first phase was organizational. Meetings were held with the principal and faculty of the potential school.

Approximately 50% of the faculty volunteered to be involved in the PDS. Some teachers who did not want to stay in the highly visible school were given first chance at openings in other schools. Meanwhile, the COE was organizing to recruit student teachers to the new program. Many students were reluctant to go to the inner-city school because of the high crime and drug-ridden neighborhood. Finally 11 students volunteered for the first semester. Elementary and secondary supervisors for the student teachers were identified, and they began preparing to deliver the weekly seminars for student teachers and supervising teachers. Teachers participating at the school were offered the opportunity to take college classes delivered at the school site free of charge. They requested an ESL course and a computer course. COE faculty volunteered to deliver these at the school site.

The beginning of the second phase was marked by the organization and initial presentations of weekly triad seminars. The purpose of the weekly seminar is to bridge the gap communication gap that often exists among college supervisors, supervising teachers, and student teachers. Seldom are the goals and curricula of the college and the goals and curricula of the schools coordinated, and the student teacher is in the difficult position of trying to serve two masters. The seminars promoted consistency in supervision by focusing all participants on specific problem areas and effective instructional strategies illuminated in research on teaching. Each Tuesday from 2:00 - 3:00 the supervisors met with the student teachers. From 3:00 - 4:00 the student teachers, supervising teachers and college supervisors met. From 4:00 - 5:00, the supervising teachers and COE supervisors met.

During the first year of program implementation, the COE faculty provided the seminar outlines, materials, and facilitated the meetings. The second year teachers led

some of the seminars. The seminar format is interactive with participants sharing strategies that work with particular children. Questions stimulate reflection, i.e. what are pet peeves and how to deal with one's own feelings. The seminars focus on working with the neighborhood children and their families, managing classrooms, motivating children for intrinsic learning, planning appropriate lessons, observing and evaluating each other. Each seminar begins by participants sharing new ideas they had tried during the previous week. Student teachers and teachers identify problems they encountered and discuss possible solutions. Each week student teacher and supervising teacher panels discuss mutual concerns. Examples of activities that occurred through the seminars included assessing children's learning levels, conferring with parents, observing peers, preparing lessons using the children's background experience, preparing lessons with higher order questions and higher cognitive activities, and participating in cooperative group activities. Meetings end with a written commitment to try something new in their classroom the next day. This is followed by "Pluses" (something they liked about the session) and "Wishes" (something they would like to be different the next time).

This formative feedback shapes the following seminars. The seminar materials for teachers and student teachers include a binder of *Learning to Teach Diverse Populations* materials developed for this program. Depending on the problems raised in the weekly seminars, other current materials are added. For example, some teachers wrote guidelines for working with the community and parents, and provided specific information about district requirements for keeping grade books.

Another essential component of the seminars is observation of student teachers and supervising teachers at the beginning and end of each semester. Participants are taught

to analyze their own observed behavior profiles and to set goals for behavior change. At the end of the semester they compare their beginning and ending profiles, assess their change in behavior, and set new goals.

In the second semester of the second year, a math methods class was added to the program. The COE faculty member teaching that methods class collaborated with the classroom teachers to adapt instructional strategies to complement the school district curriculum and the state required essential elements. The 28 college students served as tutors in the classrooms under the teachers' supervision.

During the second summer of the program, ten participating teachers took two three-week intensive summer graduate courses in which they learned to teach the seminars and conduct the observations of teaching behavior using laptop computers. In the fall semester of the third year, these teachers collected the student teacher and supervising teachers' observation data and taught the seminars collaboratively with COE faculty. One teacher has been hired to teach computer college courses, and another has been hired in an adjunct position teaching social studies.

During a bitterly cold winter, the school became a shelter for neighborhood children who needed a warm dinner, help with home work, a shower, and a place to sleep. This shelter was staffed by some paid school personnel and many volunteers. Student teachers assisted in this effort. The school is also responding to parent needs. On a continuing basis, night courses are now offered by the community college for parents to earn their Graduate Equivalent Diploma and to gain English speaking skills. Seventy five parents enrolled the first time these courses were offered. Baby-sitting service is provided.

EVALUATION

Teacher responses, recorded during weekly evaluation of the seminars, indicated a unanimous feeling that having a student teacher has made them feel more professional and has required them to examine their instructional practices on a daily basis. Receiving the profiles of their own instructional behavior was also reported to be helpful in setting specific goals for improvement. Even the best teachers found they had improved on such variables as asking higher order-questions and providing more guided corrective feedback to students.

Student teacher responses have also been favorable. During a 1989 Spring reunion, comments of former student teachers were recorded by the ethnographer. Some comments overheard were, "I love teaching! I can do it!" "I'm so lucky to have had my training in this program. I'm no longer shocked at where these kids come from, what they say, and how they live - I can see their strengths." "Helping the kids, who can't speak English, to understand what we are doing and how they can succeed makes me feel good, and I am learning Spanish!"

The results of the quasi-experiment have been reported in Teaching and Teacher Education (1990). Essentially the experimental student teachers changed their instructional behavior in the direction of their supervising teacher. For example, the teacher ranking highest in "providing a mix of interactive and collaborative activities" had the student teacher who ranked highest on this variable at the end of the semester. The teachers attending the seminars increased their higher order question asking strategies as did their student teachers, (but at a lower rate).

On the exit questionnaires, ninety-three percent of the experimental student teachers gave high ratings to the school-based seminars that were also attended by college supervisors and supervising teachers. They especially liked the time allocated for small groups of student teachers to discuss common problems. They also liked the time spent with the group of supervising teachers which allowed them the opportunity to learn from more than one teacher. Having their college supervisor available on the school campus more of the time was also appreciated. At a recent professional meeting, one former student teacher, now teaching, expressed her appreciation for the management and instructional ideas linking lessons to the children's background which were presented in the seminars. She felt her appreciation had increased one hundred fold now that she was responsible for a classroom of children. As she reflected upon her experience at the HTA, she attributed the success she is having in her first teaching assignment to her sensitive supervising teacher, the observation profiles, the systematic feedback, and the many group problem solving activities provided in the seminars. A final impressive indicator of the program's success was the award won by an HTA student as the Texas Student Teacher of the Year.

School principals were contacted regarding their HTA first year teacher. They were asked to compare other first year teachers hired during the past three years with the HTA-prepared teacher. The principals' comments included: "Very sensitive and aware of the students needs." "Committed to doing a good job of teaching the neighborhood children." "Effective classroom management." "Committed to the goals of the school... to teach all children." Eleven principals gave the HTA graduates a five on a five point scale. Their comments included, "This is not an easy situation. There are many ESL students, yet Miss *X* is effective. She works well with other faculty and the students. She is eager to learn." Another principal said, "Mr. *H* is very dedicated to these

children. He spends a lot of time planning lessons for this special population. He is learning fast. He came to us with very good management skills!" Four principals reported giving these first year teachers extra credit (EQ's) on their Texas Teacher Assessment report. One principal hired four HTA graduates and gave all four higher rankings than other first year teachers. Most other principals ranked their HTA graduates four on the five point scale. Their comments included: "Very positive." "Hard working." "The children like her." "Has the skill and patience to work with this type of student." "Well prepared." "Lots of ideas to make it fun." "Good management skills." "Very dedicated to being a good teacher." One principal giving a lower rating said, "Mr. *Y* has to work hard at becoming a teacher. This is his second career and he is learning a lot about middle school children." All principals said they would be happy to receive other HTA graduates.

The supervising teachers appreciated the seminars and reported professional growth in several areas: eleven teachers have presented papers at national and regional conferences (e.g. ATE, AERA, PDK, and a regional mathematics conference). All teachers were enrolled in university courses offered at the school site which are leading to advanced degrees. University courses in clinical supervision and observation have allowed the supervising teachers to take leadership in the seminars and conduct the laptop computer observations. Other indicators of teacher success include one teacher's selection by the Walt Disney Company as one of the thirty-one teachers to be honored in the national Salute to the American Teacher. Several other teachers were selected to participate in the Texas Education Agency Master Teacher Pilot Project and in the *Teach for America* project.

The effect of the HTA on the children in the school was examined by testing for differences in student off-task rates and comparing grade level achievement test scores from one year to the next. Some school officials worried that students' academic achievement would be negatively influenced by having so many student teachers providing instruction. At the end of the third year, scores on the Texas Education Assessment of Minimal Skills (TEAMS) for the middle school were higher than they had ever been at this school. The school had shifted from one of the lowest ranking middle schools to the eighth highest... highest for all without a Vanguard program. The scores for the written section were low for the elementary school, as they were for most schools in the district that year. In the third and fifth grades in which the mathematics tutors were assigned, student scores on the math test were higher than in any previous year.

Most important to this report is the follow up of the student teachers. In 1990, all of the student teachers who had graduated from the HTA were reached by phone for an interview during their first year of teaching. Many of these student teachers had stayed in contact with each other, with their supervising teacher and/or the college supervisor. There had been a real bonding among these people. The interview data indicated that 80% of the graduates were teaching multi-culture children. Two were finishing Masters of Education course requirements; one returned to his profession as a geologist; one became a stockbroker; one is having a baby; one has her own day care business. The others are employed in the teaching profession. Twenty four have been employed by the Houston Independent School District and four of these people are teaching at the HTA. Nine others are employed in other multi-cultural, low socio-economic schools not located in the inner-city. Five are working in middle to upper-

class schools. A typical comment was, "Having learned to teach in the HTA I can teach anywhere now ."

A second follow-up phone interview in Fall 1991 indicated that of the sixty eight HTA graduates, forty eight (70%) were still teaching and of these 75% reported working with predominantly of African-American and/or Hispanic students. Of those no longer teaching, three are earning masters degrees, three have moved to other parts of the country, one had a baby and chose not to continue working, and five who had made mid-career changes had returned to their original professions e.g. geology, engineering. Additionally, two did not meet the qualifications for being certified and were counseled out of teaching.

LESSONS LEARNED IN PREPARING TEACHERS FOR A N INNER-CITY SCHOOL ENVIRONMENT

The program of weekly seminars must be flexible in order to meet the needs of each new group of student teachers and supervising teachers. During the second year many of the seminars were facilitated by the classroom teachers. It became very clear that bridges from the children's background knowledge to the school curricula were better built by the classroom teachers than by the COE faculty.

Methods classes in mathematics delivered at the school gave our student teachers the opportunity to practice with real children in the classroom immediately following their lessons with the COE professor. This was a good beginning; however, it became clear that more collaboration was needed with the school/college faculty in order to integrate our methods classes with the curricula of the school. Faculty teaching methods classes

in language arts, reading, science and social studies also needed to restructure curricula for use with inner-city schools. Simultaneous change in the COE curricula and the school curricula is needed. A process is needed where all participants could experience being teachers and learners.

Student teacher content area supervisors needed to participate in a seminar based on the underlying principles of reflective inquiry process. Without this perspective, they could not facilitate or participate in the interactive problem solving format of the seminars. Their inclination was to direct not facilitate. A problem sometimes arose when content area supervisors felt their subject matter, e.g. science, needed to follow their specified content area guidelines. Both agendas, content and process, need to be met. More collaborative time should be spent with the content area supervisors prior to the beginning of student teaching.

The assignment of student teachers to teachers in the school needed to have been more carefully controlled. Some of the teachers who wanted student teachers were less than the best models. As the Academy gained in recognition it became more and more of a plum to have a student teacher. Each semester the placements had to be diplomatically negotiated. Some of the matches did not work and student teachers had to be placed with a different teacher - sometimes in a different school. This is always a painful process regardless of how hard you try to make it a win/win situation. Interviews with the student teacher and the teachers prior to the assignment would vastly improve this process.

The developmental process of student teachers needs careful planning. Initially there was considerable reluctance on the part of student teachers to do their student teaching

in the inner-city. The program of the experimental Academy School was announced in all of the junior level classes in the spring of 1987, and we asked for volunteers. Six elementary education students ultimately volunteered. Five secondary education students were urged to volunteer the first semester. In retrospect it is clear that a pool of students is needed each semester and these students need to be interviewed to see whether a prognoses for their success in an inner-city school can be made. Volunteers at the Academy did increase as the word spread of the camaraderie and additional time and support the students received from supervisors and teachers.

Extra time and support is needed at the first seminars each semester. Each group of student teachers registered shock at the language of the children and how much they knew about sex, drugs, and crime. During the semester they came to feel compassion and respect for the children and their families ... for the tenacity it required to come to school every day. They learned how hard it was for children to make it on the streets over the weekend. Many of the children witnessed the death and arrests of their family members and neighbors. Each Monday morning started with "distressing" exercises that included writing in their journals or the young ones drawing pictures. If they wanted to talk privately with their teachers or in the group on Mondays, there was always time. It became clear that for children to learn they must have healthy bodies and minds free from fear. The teachers in inner-city schools must assist children to receive the care they need not only in their studies, but also for ills such as abscessed teeth, empty stomachs, and emotional support. The development of the student teachers' awareness was evident from the daily journals they kept.

Donald M. Bryant, Journal Entry, 9/14/87

Well, I've. been here a week and I must say that the experience has been interesting. At first, the old building and surrounding urban decay were, well, threatening. Or offensive. This school cannot be mistaken for some of the academic country clubs I have seen in the suburbs. But in several ways, it reeks of traditional schooling. The lockers are in the hallways. Students scream and push and slam locker doors on their frenzied way to class. The rather mundane cafeteria closely resembled the one I used to have to eat in so many years ago. Each classroom is self-contained, there are no "open instructional areas." And the library, how it reeks of old books and mildew. But it is quiet and well-lit, making it a good place for reading and learning.

My teacher, Ms. Garnier seems to be a very nice person. She is brassy, outgoing and controls the children with relative ease. She's funny and confident, two traits that I feel are important to being a successful teacher. I got my first taste of teaching this week. I read "The Highwayman" by Troyer to the class. They listened and correctly answered questions about the poem. Lots of them must be romantic. Ms. Garnier let me grade a lot of worksheets and test papers. I can see now why teachers complain about paperwork.

Journal Entry 12/5/87

Friday, December 4th was my last day at Gregory-Lincoln. It was marred by a most unfortunate incident. The day unfolded into a time of fun and excitement - I held a party for my reading class. It was a typical middle-school gathering, boys on one side and girls on the other. We sipped cokes, munched cookies, and talked. I showed a movie to another class and sat in

on the first live rehearsal of "The Nutcracker." We did a lot of backslapping and grew nostalgic – the typical "well it was fun but now it's time to move on" type scenario. But a tragedy occurred, an event that reminded us of the harsh realities of our society. A shooting occurred just across from Gregory Lincoln as a class was letting out; the victim lay dead in the street. A police chopper flew overhead and blue and whites cruised everywhere. The students were not phased, as though a fatal shooting was merely another common happening in the neighborhood. My last glimpse of Gregory Lincoln was a picture of squad cars and milling people. What a damn shame...

The professional development of teachers is very important. A core of about fourteen teachers at the Academy embraced the interactive inquiry approach to professional development. They took courses at the university in how to facilitate the seminars and how to conduct the observation. They became very good at interpreting their own observation profiles and the profiles of their student teachers. In the second and third years of the study they helped reorganize the seminar content. They served as adjunct professors in our summer school program, collected data, and presented papers at professional conferences. Four of them including the principal have assisted in disseminating the ideas of this model nationally. Over time the teachers and the principal have shared in making major decisions for the school and community. Initially, the principal held the reins pretty tight and the teachers who were somewhat reluctant and fearful. Over time they have created a site-based managed school where participants can thrive, stand a little taller and have a gleam in their eye.

Traditional notions of leadership are challenged when faculty in College of Education elect to develop partnerships with schools to develop methods classes and prepare teachers. The previously described process for establishing a partnership for professional development suggests changes in the ways that schools and universities conduct their businesses. The parity that must be present in such partnerships requires changes in the structure, organization, and roles of existing school and university entities. Restructured schools and colleges of education require a change in the traditional notion of all roles regarding who is the teacher and who is the learner. College administrators must extend their leadership function to prioritize field based activities and reallocate faculty resources to the school site. School-university partnerships are labor intensive and require total commitment from those involved in the process. An administrator cannot mandate the commitment, but must foster it through recognition and incentives for faculty.

Fostering commitment to school-university partnerships is likely to produces serious philosophical, theoretical, and practical discussions among faculty. The leaders of the colleges of education may need to allow the issues related to school-university partnerships to become the focus of debate for the college. There will be faculty members who feel that the prime mission of a college of education, the generation of knowledge, is impeded by partnerships. Other faculty members may argue that the such arrangements are no different than what had been going on in field based programs of the past. The debate should be viewed as healthy and encouraged by the college leadership with the recognition that the interaction could result in a restructured vision for the College of Education.

College of Education leaders are key in assuring that all elements of the model are considered during the development and implementation of the professional development partnership with schools. They must facilitate the negotiation and maintenance of the shared vision, establish mechanism for communication and inquiry, encourage institutionalization of the model. This requires creative and supportive administrative procedures that insure win-win situations which encourage all participants to learn and grow.

IMPLICATIONS

The contribution this experiment makes to the knowledge base of teacher education is that groups of students can be prepared to teach successfully in inner-city schools when several conditions are present.

- The school environment must be physically safe and emotionally supportive. (The worst fears were not realized; not one student teacher has been harmed or threatened.)
- The school must have a principal and faculty committed to their own growth and to preparing new professionals for the field.
- The college faculty must be willing to collaborate with the school teachers in developing new approaches to teaching methods classes and collaborate in providing student teacher seminars at the school site.
- Student teachers must be committed to developing skills to work with students from cultures different from their own.

- The college administration must be willing to reassign faculty positions to the school site. 6) There must be a window of at least three years to evaluate the impact on the student teacher graduates and on the children in the school.

An indicator of the program's effectiveness is the fact that at the end of four years, 80% of the student teachers trained at the HTA are successfully teaching multi-cultural often under served children who are considered "hard-to-teach." At a recent superintendents' meeting, participants were asked, "What would you like for colleges of education to do differently in preparing teachers for your schools?" Each in their own way defined a need for teachers who could teach children from a variety of cultural backgrounds. Large and small districts have had an influx of immigrant children from South and Central America, as well as from the Pacific Basin. Writing in 1987 (p. 7), Hodgkinson says "83 percent of today's immigrants come from South America and Asia ... speaking some 300 languages and dialects. Their culture, backgrounds, arts, and values are all very different from those of Europe. Few public school teachers have the easy familiarity with these cultures. The terms Hispanic and Asian mask areas of great diversity within these groups." Hodgkinson predicts that by the year 2000, forty percent of the children in our schools will be from minority groups. In Texas this year we passed the 51% minority mark in our school population. While teacher preparation programs may include a multi-culture course, the ideas are seldom integrated across the program. Clearly, models for preparing teachers to work knowledgeably and effectively with our diverse populations are needed. Colleges of Education in collaboration with public schools must restructure themselves to meet the needs of children in a global society. The program described here is a step in this direction.

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